

DP ASSESSMENT POLICY

Kingston Secondary School

1. Philosophy and Principles

The assessment practices at Kingston Secondary School reflect the involvement of all stakeholders within Limestone District School Board's *Secondary Evaluation and Reporting Procedures* and the Ontario Ministry of Education policy document *Growing Success* reflect the IBO policies, many of which are similar, if not identical. Our assessment follows the format as outlined in the document *DP: From Principles into Practice* and adheres to subject specific aims and objectives.

For all stakeholders, it is the common philosophy that assessment at our school will be used to support and improve student learning. The Kingston Secondary School and Limestone District School Board mission statements are underpinned by all assessment practices. Department heads and administrators manage, review, and analyse assessment data to help drive professional development activities within the school. Assessment data are shared with parents a minimum of four times per school year. Assessments are fair, transparent, and equitable for all students, and are carefully planned to relate to the curriculum expectations and learning goals. Teachers consider, whenever possible, the interests, learning preferences, needs, and experiences of all students, with assessments that are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning.

Teachers use subject-specific assessment criteria from the IB course guides and use a best-fit approach based on the strand descriptors in the DP subject assessment criteria when determining student performance.

Students take part in their own assessment through self and peer assessment for the purposes of reflection on practice in order to drive improvements in their own learning. The assessment policy for the DP programme is made available to all members of the school community through a description of the process of assessment on course outlines as well as discussion of assessment practices within classes and at parent-teacher conferences. A copy of the policy is also posted on our school website.

2. Formative and Summative Assessment

Formative assessment involves the ongoing process of gathering and interpreting evidence to monitor progress in student learning. Teachers use the data to provide

descriptive feedback that is clear, specific, and meaningful in a timely manner, in order to support improved learning and to adjust instruction to enhance learning and achievement. An example of a formative assessment might be a homework probe or an assignment. It may also be as simple as a teacher asking a student a question in class to assess understanding of a concept. Formative assessments also provide opportunities for students to assess their own work, and that of peers, to help students identify their strengths and weaknesses, and develop strategies for improvement. Both formal and informal formative assessments identify the learning needs of students, shape learning, and prepare students for summative assessments.

Summative assessment involves the process of gathering and interpreting evidence to assess a student's understanding of the course material. Summative assessments measure achievement based on established criteria used to assign a value to represent the quality of student learning at the end of a period of learning. For example, a unit test would be designed to assess how well a student has learned the material in the current unit, before moving on to the next unit. At Kingston Secondary School, students write end-of-semester examinations that, as much as possible, mimic the final IB examinations that students write in May. Summative assessments play an important role in the final grade a student earns in a given course, and to determine the predicted grade (PG) that is provided to the IBO in April. Summative assessments are used to communicate information on student achievement to students, teachers, parents/guardians, and others.

3. IB Assessments

IB teachers use a variety of formative and summative assessments to support and encourage student learning. IB and Ontario-based assessment is criterion-referenced rather than norm-referenced. This means that student work is marked in relation to clearly defined levels of skill attainment rather than against the work of other students. The levels of skill attainment for each subject are derived from the aims and objectives of the course and established by the International Baccalaureate Organization (IBO) which are designed to be fair to students all over the world, and from the Ontario Ministry of Education which are designed to be fair to students in Ontario. The criteria for achievement are explained to students in each course and are the focus of class and homework activities.

a. Internal Assessment

IB internal assessments allow teachers to assess some of the students' work during the IB course. Examples include English individual oral commentary, language presentations, historical investigations, laboratory reports, and math projects. Our teachers mark the internal assessments and this grade counts as a percentage of the student's overall final IB score. The marks for the internal assessments are submitted to the International Baccalaureate Organization (IBO), along with a representative sample of the work marked by the K.S.S. teacher. This sample is then sent to an IB moderator who evaluates how

the teacher has applied the IB grading rubric. IBO may then adjust the marks of the assignment up or down if the teacher's marking is deemed too strict or too lenient.

Internal assessments provide students with opportunities to show mastery of skills outside of other final culminating assessment tasks. Students receive significant instruction and practice throughout their courses in order to effectively prepare for these challenging tasks.

In each IB subject, teachers are given a very specific list of criteria to assess and guidelines about how to mark each criterion. To determine a mark, the teacher chooses the level of achievement that best matches the work being marked. The criteria for achievement are clearly communicated to students well in advance of the internal assessments. IB assessments are graded on a scale of 1 (low) to 7 (high).

b. External Assessment

IB external assessments are assessments that are completed by students at K.S.S., overseen by our teachers, and marked by external IB examiners. Final examinations are the main means of external assessment, but work such as the Extended Essay, Written Assignment papers, and TOK essays are also externally assessed.

K.S.S. students write IB examinations in May. The dates for IB examinations are set by the IBO and given to students a year in advance of their exams. IB exams are conducted in strict accordance with IBO regulations. IB external assessments typically make up about 70% of the students' final course grade, but the exact number varies from course to course.

4. School-Based Assessment

IB teachers also use school-based student assessment in addition to IB internal and external assessments. These school-based assessments are essential for student success and contribute to our students' report card grades. Report card grades during the course are based on unit tests using past IB exam questions, practice exams and in-class assignments modelled on IB assessments as well as Ontario-based assessments. Teachers evaluate school-based assignments using Ontario and IB rubrics and determine the IB 1-7 scores based on mark bands available in the yearly subject reports provided by the IB. These school-based assessments do not contribute toward the final IB grade, which is awarded by the IBO in July. In the final semester of a course, school-based assessments and the subject-specific grade descriptors are used by the teacher to determine the student's predicted grade.

5. Reporting IB Grades

Various methods are used to communicate student achievement throughout the academic year. A letter outlining assessment practices is sent home to parents with the first progress report in October. Parent-teacher interviews are held each semester, providing parents and guardians a time to meet with teachers to discuss their child's progress in each course. As needed, teachers consult with parents and guardians on an individual basis.

Marks in IB courses are reported using the IB 1 - 7 scale as described below. The 1-7 levels are based on the IB standardised criteria on levels of achievement in each course. This level is reported to students and post-secondary institutions using the IB Schools of Ontario IBDP Report.

IB Grading Scale

- 7: Excellent Performance
- 6: Very Good Performance
- 5: Good Performance
- 4: Satisfactory Performance
- 3: Mediocre Performance
- 2: Poor Performance
- 1: Very Poor Performance

The Ontario Secondary School Report Card is used to report grades as percentages. All of our students receive these grades in November, February, April and June. In order to report achievement as a percentage grade, teachers use the Table of Equivalentents instituted by the IB Schools of Ontario:

IB Level	OSSD Percent Range	+ or -	
7	97 to 100	100	7+
		99	7
		97	7-
6	93 to 96	96	6+
		94	6
		93	6-
5	84 to 92	92	5+
		88	5
		84	5-
4	72 to 83	83	4+
		78	4
		72	4-
3	61 to 71	71	3+
		66	3
		61	3-

2	50 to 60	60	2+
		56	2
		50	2-
1	Failing grade	45	1

6. Diplomas Earned

- a. The Ontario Secondary School Diploma (OSSD) is awarded to students who have earned a minimum of 30 credits (18 compulsory and 12 optional), and successfully fulfilled their literacy requirement for graduation and 40 hours of community service.

- b. The IB Diploma is awarded when a candidate meets the conditions outlined below:
 - i. **CAS** requirements are met.
 - ii. The candidate has earned at least **24** points.
 - iii. An **N** is not awarded for TOK, EE or any subject (HL/SL).
 - iv. A grade **E** is not awarded for one or both of **TOK/EE**.
 - v. There is no grade **1** awarded in any subject.
 - vi. Grade **2** has been not been awarded *three or more times* in any subject (HL or SL).
 - vii. Grade **3** or below has not been awarded *four or more times* in any subject (HL or SL).
 - viii. The candidate has earned *at least 12 points in HL* subjects (for candidates who register for four HL subjects, the three highest grades count).
 - ix. The candidate has gained at least 9 points on SL subjects (for candidates who register for two SL subjects, they must gain at least 5 points at SL).
 - x. The final award committee has not judged the candidate to be guilty of *academic misconduct*.

- c. An IB Diploma candidate who fails to satisfy the requirements for the IB Diploma will be awarded course results for individual DP subjects and will earn the OSSD as long as the above-stated criteria are met.

7. Homework

Homework is designed to enhance learning and achievement. It is highly recommended that students spend some time each night working on each of their subjects. The

amount of time will vary depending on course workloads at different times in the semester and the nature of the homework tasks.

8. Training of IB DP Teachers

All DP teachers at K.S.S. attend specialised IB workshops that provide training in the instruction and assessment of IB courses. Copies of previous IB exams, mark schemes and annual IB subject reports are provided to teachers to guide their instruction. IB teachers consult IB subject guidelines and use the IB Programme Resource Centre to share best practices with other IB teachers from around the world. Teachers of common IB subjects collaborate on internal assessments, as well as moderate their work to ensure consistency of application of the IB rubrics.

9. Integration of IB Policies

Academic honesty is strictly enforced following the guidelines set forth in the K.S.S. IB Academic Honesty Policy. Students with identified learning needs (e.g. IEP, ELL) will receive supports and accommodations based on their individual needs and guided by the K.S.S. IB Special Educational Needs and Language Policies.

10. **Review of the Kingston Secondary School DP Assessment Policy** The K.S.S. assessment policy was developed by a working committee that included the DP coordinator, a guidance counselor, and several DP teachers. The policy is reviewed every five years by the IB faculty and administration. The K.S.S. DP Assessment Policy is available in written form and on the school's website.

11. Resources

The following assessment resources were consulted in the creation of this document:

- Limestone District School Board (2010). *Secondary Evaluation and Reporting Procedures*, Kingston, Ontario.
- Ontario Ministry of Education (2010), *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*, Toronto, MOE.
- International Baccalaureate Organization (2010), *Guidelines for developing a school assessment policy in the Diploma Programme*, Cardiff: IBO.
- International Baccalaureate Organization (2009), *General Regulations*, Cardiff: IBO.
- International Baccalaureate Organization (2004), *Diploma Programme Assessment Principles and Practice*, Cardiff: IBO.
- International Baccalaureate Organization (2014), *Simplifying the diploma requirements and failing conditions*.